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absorb four-fifths of all school expenditures for the year 1917-18, an analysis is made of the trends of teachers' salaries since 1840, the salaries of rural and city teachers, both men and women, being considered separately. Interesting comparisons of these with the lines representing the trends of the cost of living and of the salaries of other workers are presented. Likewise, the tendencies with reference to costs of buildings are similarly shown.

A special set of tables and graphs indicates the trends of such costs during the period from 1915-20. From the data presented the writer concludes that "to buy the same amount of educational service in 1920 as in 1915 it will be necessary to double the school budget."

The closing chapter deals with the sources of income for school support. It is shown that while school costs have tripled during the past forty years, the assessed valuation of property has only doubled. It is asserted that present needs cannot be met by adjustments in city budgets, but call for large additional revenue. The writer looks for a solution of the difficulty in an equitable assessment of real estate values and expresses the conviction that "in spite of large increases in the tax rate in recent years, there are no indications that the limit which real property can bear has been reached."

Theory and practice in English education.—In presenting his somewhat comprehensive survey of the field of educational theory and practice, the author of a new book¹ from the English press justifies his action in attempting what has often been done before by the fact that the data of education are presented in his volume from a definite point of view. Explaining this point of view, he declares it his purpose "to reassert the claim of Individuality to be regarded as the supreme educational end, and to protect that ideal against both the misprision of its critics and the incautious advocacy of some of its friends."

The book includes fifteen chapters given to the discussion of such topics as "The Aim of Education," "Life and Individuality," "Routine and Ritual," "The 'Play-Way' in Education," "Imitation," "Instinct," "The Mechanism of Knowledge and Action," and "The School and the Individual." The last-named chapter is in itself a tolerably complete statement of the author's philosophy of education. The following excerpts from that chapter express in the main the point of view emphasized by the volume as a whole.

We conclude, then, that the idea that a main function of the school is to socialize its pupils in no wise contradicts the view that its true aim is to cultivate individuality. . . . Hence, while the school must never fail to form its pupils in the tradition of brotherly kindness and social service, it must recognize that the true training for service is one that favors individual growth, and that the highest form of society would be one in which every person would be free to draw from the common medium what his nature needs, and to enrich the common medium with what is most characteristic of himself [p. 198].

¹ T. PERCY NUNN, *Education: Its Data and First Principles*. New York: Longmans, Green & Co., 1920. Pp. vii+224.

It is clear that while the school must be a society, it must be a society of a special character. It must be a natural society in the sense that there should be no violent break between the conditions of life within and without it. On the other hand, a school must be an artificial society in the sense that while it should reflect the outer world truly, it should reflect only what is best and most vital there [p. 202].

Every complete scheme of education must comprise (i) literature, including at least the best literature of the mother-land; (ii) some forms of art, including music, the most universal of arts; (iii) handicraft, taught with emphasis upon its aesthetic aspect, as in weaving, carving, lettering, or in its constructional aspect, as in carpentry and needlework; (iv) science, including mathematics, the science of number, space and time [pp. 211-12].

The subjects of the curriculum are to be taught as *activities*. . . . In short, all subjects should be taught in the "play way," care being taken that the "way" leads continuously from the irresponsible frolic of childhood to the disciplined labors of manhood [p. 216].

A southern state surveyed.—As the first authoritative investigation on so wide a scale of the results of educational effort under the methods and conditions peculiar to the South, the Virginia Survey¹ has more than the interest that would attach to it as one of the growing list of school surveys. Merely as such, however, it is a notable educational study, since it was made by an unusually large and competent staff of specialists and workers in education, under the direction of Dr. Alexander Inglis, of Harvard, and included an extensive use of both intelligence and educational tests in urban and rural schools. The work of the Division of Tests and Measurements was financed, in part at least, by a gift from the General Education Board.

But the light it throws on the workings of the southern seven-grade elementary school, the proposed adaptation of the junior high school to the eleven-grade system, the objective evidence of the inefficiency of rural as opposed to town and city schools, and the presentation of facts concerning negro education give the survey unusual interest and value.

The first volume contains the report of field work on all phases of public education. The survey staff investigated and reported on the following subjects: "Buildings and Equipment," "Attendance and Enrolment," "Courses of Study and Instruction," "Teachers' Status and Training," "Negro Education," "Finance," "Physical Education," "Vocational Education," and "School Organization." The report contains much illuminating material effectively presented.

Part II, which will be published soon, is devoted to the report of the survey staff's Division of Tests and Measurements.

Vocational aspects of public education.—Discussions of the relation of vocational to general educational training in a state school system have at

¹ *Virginia Public Schools.* Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. 400. \$3.00.